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| colombo.jpg | **MYP Assessment Task Coversheet** | | **Teacher(s)/Profesor(es)**  **R. Hunt & L. Giron** | |
| **SUBJECT/ ASIGNATURA** | **Language and Literature** | **Grade/ grado** | **9** |
| **STUDENT/ ESTUDIANTE** |  | **Date/Fecha** |  |

**Statement of Inquiry**

The Coming of Age is a universal process that adolescents from around the world must face, encouraging them to shape who they want to become and form their own identities.

**Assessment Task/ La actividad de evaluación**

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| Think about an event in your life that helped initiate your change from childhood to adulthood (Coming of Age). How has it shaped your identity, and changed the way you interact with your family and friends?  Using your reflection from the above questions, compose a short story focusing on your own coming of age. In your writing, demonstrate the changes that you (the protagonist) go through, and how that changes your identity. During your composition, remember that your peers are your audience. |

**Success Criteria**/**Criterios de éxito (indicadores de logro)**

1. Organizing: follows a good short story structure, focusing on the plot structure.
2. Producing text: composes a well-developed short story which reflects their understanding of their own Coming of Age
3. Using language: uses a varied range of vocabulary and sentence structures. Also uses commas correctly in simple, compound and complex sentences.

**Student Reflection/Reflexión del alumno**

**Teacher’s Comments/Comentarios del profesor**

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| **CRITERION B: Organizing**   1. uses an appropriate structure that serves the context and intention, by using the structure of a plot correctly. 2. Organizes a short story that has a logical flow. | | Teacher Assessment |
| **AL** | **Descriptor** |  |
| 1-2 | The student:  i. makes **minimal** use of organizational structures though these may not always serve the context and intention  ii. organizes the story with a **minimal degree of coherence and logic** |  |
| 3-4 | i. makes **adequate** use of organizational structures that serve the context and intention  ii. organizes the story with **some degree of coherence and logic** |  |
| 5-6 | i. makes **competent** use of organizational structures that serve the context and intention  ii. organizes the story in a **coherent and logical** manner with ideas building on each other |  |
| 7-8 | i. makes **sophisticated** use of organizational structures that serve the context and intention effectively  ii. **effectively** organizes the story in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way |  |

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| **CRITERION C: Producing text**   1. Produces text (a short story) that demonstrates thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process. | | Teacher Assessment |
| **AL** | **Descriptor** |  |
| 1-2 | i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination and sensitivity and **minimal** exploration and consideration of new perspectives and ideas |  |
| 3-4 | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas |  |
| 5-6 | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas |  |
| 7-8 | i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas. |  |

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| **CRITERION D: Using language**   1. Uses varied vocabulary and sentence structures.   iii. uses correct grammar, syntax and punctuation in the short story. | | Teacher Assessment |
| **AL** | **Descriptor** |  |
| 1-2 | i. uses a **limited** range of vocabulary and sentence structures.  iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication |  |
| 3-4 | i. uses an **adequate** range of vocabulary and sentence structures.  iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication |  |
| 5-6 | i. uses a **varied** range of vocabulary and sentence structures.  iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication |  |
| 7-8 | i. **effectively** uses a **varied** range of vocabulary and sentence structures.  iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** |  |